DOCUMENT RESUME

ED 078 336 CG 008 171

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TITLE Case Studies in Practical Career Guidance, Number 7: Developmental Career Guidance Project Detroit Public Schools, Detroit, Michigan.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
REPORT NO AIR-346-6-73-TR-7
PUB DATE Jun 73
CONTRACT OEC-0-72-4986
NOTE 24p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Planning; *Community Involvement; *Demonstration Projects; *Guidance Programs; *Occupational Guidance; Parent Participation; School Community Programs; Secondary School Students

ABSTRACT

The Developmental Career Guidance (DCG) project is a K-12 career guidance demonstration project operating at three high schools and 18 feeder schools in the Detroit Public School District. Directed from Wayne State University, DCG has centers at the high schools and each of the feeder schools. From the centers, students voluntarily can draw materials when they are seeking career-related information. The program provides students with a variety of project-related activities such as field trips, individual and small group counseling, career information assemblies, and a Negro History Week program. DCG project purposes include: (1) to increase student awareness of all phases of work, and (2) to help students develop a realistic and functional awareness of themselves as worthwhile human beings. A high degree of parent involvement and significant relationships with business and industries are unique features of the program. Other documents in this series are CG 008 165 through CG 008 170 and CG 008 172 through CG 008 176. (Author)

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE
NUMBER 7

ED 078336

Developmental Career Guidance Project

Detroit Public Schools

Detroit, Michigan

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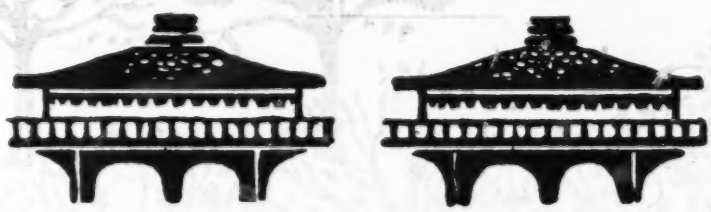

CG 008 111

AMERICAN INSTITUTES FOR RESEARCH
Post Office Box 1113 / Palo Alto, California 94302

AIR-346-6/73-TR

TECHNICAL REPORT

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE

NUMBER 7

Developmental Career Guidance Project
Detroit Public Schools
Detroit, Michigan

Thelma J. Scott

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California
June, 1973

The project reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

U.S. Department of

HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

DEVELOPMENTAL CAREER GUIDANCE PROJECT
DETROIT PUBLIC SCHOOL DISTRICT
DETROIT, MICHIGAN

Abstract

The Developmental Career Guidance (DCG) project is a K-12 career guidance demonstration project operating at three high schools and 18 feeder schools in the Detroit Public School District. Directed from Wayne State University, DCG has centers at the high schools and each of the feeder schools. From the centers, students voluntarily can draw materials when they are seeking career-related information. The program provides students with a variety of project-related activities such as field trips, individual and small group counseling, career information assemblies, and a Negro History Week program. DCG project purposes include: (1) to increase student awareness of all phases of work, and (2) to help students develop a realistic and functional awareness of themselves as worthwhile human beings. A high degree of parent involvement and significant relationships with businesses and industries are unique features of the program.

DEVELOPMENTAL CAREER GUIDANCE PROJECT

The project has really helped me to prepare for my future by counseling me in the area of making decisions. It has helped me to fully understand my objectives and different opportunities that are opened to me.

--Patricia

Introduction

Although Patricia does not have any specific classes related to the Developmental Career Guidance (DCG) Project, a considerable amount of her time is spent in the DCG office at the high school she attends, talking with counselors about future goals. She attends her regular classes and sometimes receives information pertaining to DCG activities. Career information is also disseminated through other school activities. Patricia and her fellow students go on field trips to cooperating businesses and industries or listen to role-model speakers on the school site. Much of Patricia's time is taken up with her regular classes, but whenever she feels the need to talk with one of the guidance consultants, she can make an appointment.

The DCG Project was conceived and initiated in 1964 in Detroit, Michigan. It now operates in 21 schools in Regions III, VI, VII, and VIII of the Detroit Public School District. This demonstration project was originally based in Kettering High School and its nine feeder schools. The school population of the 21 schools currently participating is approximately 26,000. The project serves inner city school children who possess such characteristics as poor self-concept, low levels of aspiration, lack of adequate academic and social skills, cultural disadvantagement, and low motivation. Many of these students are Black. Its purposes are to demonstrate that: (1) children from lower socioeconomic areas can develop more realistic occupational aspirations; (2) these aspirations can be improved if children develop more positive self-concepts; (3) self-concepts can be changed by curriculum innovations, implementations, and increased availability of guidance personnel; and (4) the entire motivational tone of the student body can be positively affected by organizing curriculum presentation around the vocational implications of each subject.

A variety of project-related activities are provided to achieve these project goals. Students can actively participate in group or individual counseling; field trips; discussions with guest speakers from various professional, technical, and skilled occupations; and other project activities that disseminate occupational information.

The parents of the inner city Black students served are a vital asset to the project. DCG staff include more than 15,000 parents each year in its activities. Parents facilitate career opportunities and new experiences for their children. The DCG Project employs a director, 22 counselors, and 21 paraprofessionals.

At the end of the project's first year of operation, results indicated considerable progress related to affecting students' perceptions and behavior. A five-year evaluation indicated that there was a reduction in the dropout rate of the participating high school by 20%, 41% of its 1972 graduates were entering higher education or receiving further training in specified areas compared with 23% in 1965, reading skills had improved considerably among the participating Title I students, and project activities were instrumental in producing some positive changes in students' self-concepts. Overall, the DCG staff feel the project has produced demonstrated results indicating the project is achieving its objectives.

Origins of the Project

At the beginning of the project, an extensive review was undertaken of the literature related to counseling and guidance of disadvantaged youths. The development of the project was based primarily on this review of literature and on expert opinion. Nine premises were developed to guide project activities:

1. There exists a clear and urgent need for compensatory counseling and guidance for disadvantaged youth.

2. Counseling of disadvantaged youth must focus on the emerging self-concept of the adolescent to help him gain a sense of self-identity.

3. Guidance of disadvantaged youth must be concrete and focus on aiding the adolescent in becoming aware of and then taking advantage of his opportunities.

4. The standardized test scores of inner city youth must be interpreted with caution.

5. Group counseling is a powerful approach in aiding disadvantaged adolescents to cope with problems of everyday living.

6. Competent counseling can help young people to develop effective coping behaviors which in turn lessens their need to "put on a front."

7. The understanding counselor has a unique opportunity to serve as a role model and a reinforcing agent in the life of the disadvantaged youth.

8. Effective counseling and guidance programs for disadvantaged youth must try to reach their families as well.

9. Counselor education programs need to be revised in order to provide specialized training for counselors of disadvantaged youth.

These premises were identified as being relevant for ethnic minorities, low income students, and noncollege-bound youths.

In 1964, Wayne State University in cooperation with Plans for Progress, an industrial organization under the President's Committee on Equal Employment Opportunity, presented a workshop to principals, counselors, community agencies, and concerned individuals. The workshop consisted primarily of an analysis and study of employment problems of minority youth. Initiation of the DCG Project was also made possible through the guidance of the Delinquency Control Training Center and the Institute of Labor and Industrial Relation. These three organizations were continual sources of aid, inspiration, support, and encouragement to DCG staff. Phase I of the project was a two-week workshop for school personnel in which they were to develop a total career guidance program for their own schools. Other desired outcomes for school personnel participating in the workshop were to better understand and communicate with inner city youths, to become acquainted with the present employment situation, to become aware of the opportunities in posthigh school education, and to become more knowledgeable regarding community agencies.

All 21 of the schools in the DCG Project qualify as Title I schools under the Elementary and Secondary Education Act (ESEA). Therefore, the DCG Project is funded 100% by Title I funds.

Project Development

Since the inception of the DCG project its headquarters have been located in the Counseling and Guidance Department of The College of Education Building at Wayne State University. The director's office is also located at the

project's headquarters. The University has for many years maintained a harmonious relationship with the Detroit Public School District. This relationship is two-fold: (1) DCG serves as a training program to help school personnel broaden their perceptions and objectives (continuing support, coordination, and direction is given to the guidance consultants) and (2) DCG serves as a research project to help evaluate changes that may occur as a result of the project (university staff members devise, coordinate, and carry out the research activities of the program). Wayne State University staff members continually provide materials for guidance consultants and attempt to implement relevant ideas as rapidly as possible through the efforts of the guidance consultants. The Director has full responsibility for and management of the project.

Each of the 21 cooperating schools has a DCG team consisting of a guidance consultant (counselor), and a career community aide (paraprofessional). The senior high school teams are supplemented by a second guidance consultant and a student clerical assistant. Each team has access to resources from colleges, training agencies, employers, and lay persons from the community. An organizational chart displaying the relationship of these resources, staff, students, and administrative agencies is shown on the following page.

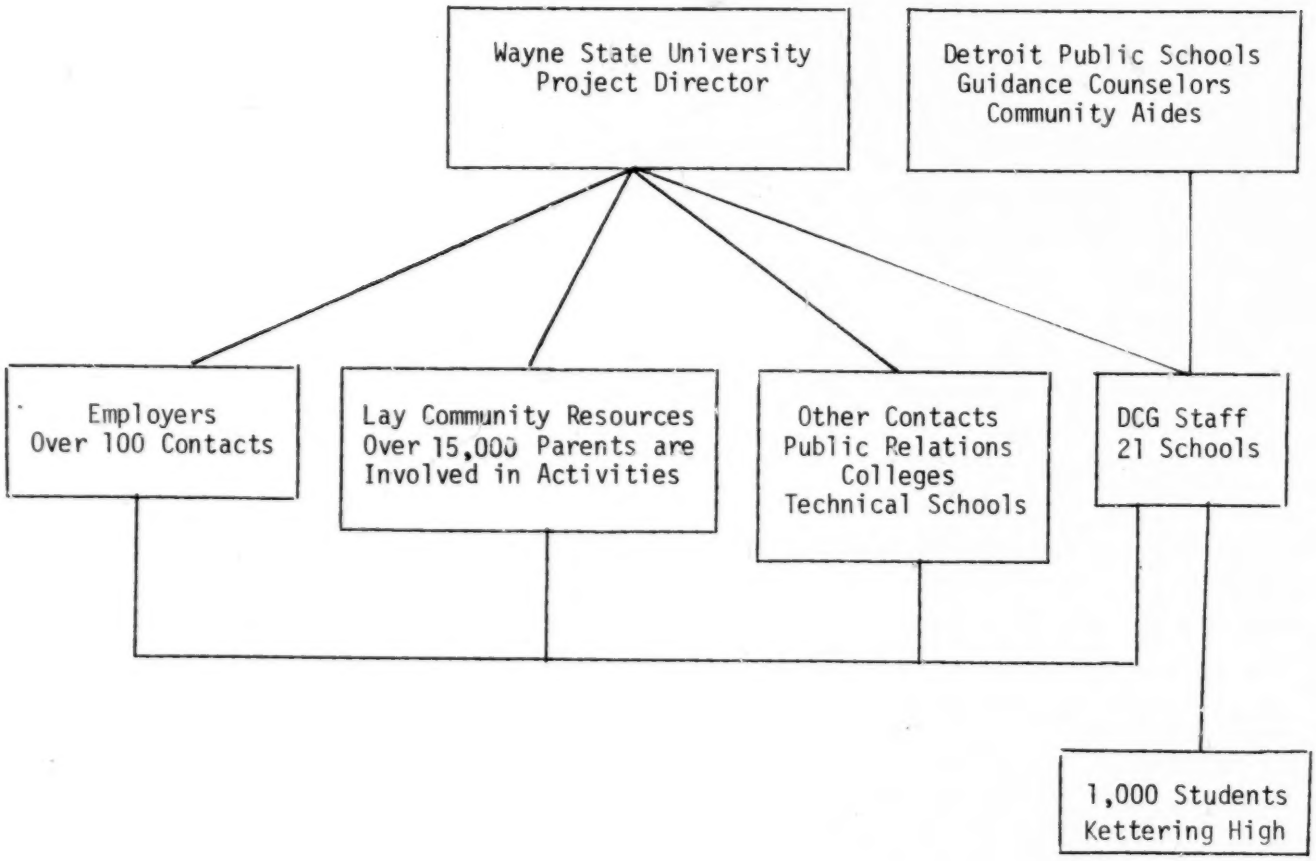
Since its initiation, the major change in the project has been its expansion within the Detroit inner city school system into elementary schools that feed into the participating high schools. The original DCG project began with six schools; three elementary schools, two junior high schools, and one senior high school. As a result of an evaluation of DCG at the six original schools that showed evidence of the project's success in achieving its objectives, four additional feeder elementary schools were added to the project in the fall of 1966. In addition, the program was also implemented into 13 other elementary schools and two senior high schools during the 1972-73 school year.

Current Status of the Project

Target Population and Setting

The total target school population of the DCG project is approximately 3,500. The project serves 1,000 students of the target population at Kettering High School upon which this case study focuses. Some 24% of the students participating in the program are ninth graders, 27% are tenth graders, 22% are eleventh graders, 18% are twelfth graders, and 9% of the students are in special education classes. About 99% of the participating students are Black, the remaining 1% are white.

ORGANIAZTION OF THE
DEVELOPMENTAL CAREER GUIDANCE PROJECT



The majority of the students served by the project at Kettering High School come from families with annual incomes of less than $15,000. About 48% of the students are from families of middle socioeconomic status with annual incomes between $15,000 and $6,000. Students from families of low socioeconomic status with annual incomes of less than $6,000 make up 47% of the total student population for the project at Kettering High. Only 5% of the students come from families of high socioeconomic status with annual incomes of more than $15,000.

About 40% of the students participating in the project at Kettering High School are college-bound and 60% are noncollege-bound. Some 30% of the students participating in the project will attend a trade school after graduation, 15% will take a job after graduation, 3% will enlist in the Armed Forces, and 12% of the students have indefinite plans for the future. There are no major industrial plants within the immediate area of the ten cooperating schools. However, the area is bordered by both heavy and light industrial complexes. Many of these industrial corporations participate in program activities.

Kettering High is basically a comprehensive high school that offers an extensive college preparatory program in addition to vocational training in areas such as cosmetology, food processing, auto mechanics, business machines, health services, and printing. Excellent facilities are provided for these training courses. Most students are enrolled in general academic areas.

Goals and Objectives

Overall DCG goals are to:

1. Increase student awareness of all phases of work.
2. Help students develop a realistic and functional awareness of themselves as worthwhile human beings.
3. Inform, involve, and coordinate all significant other persons into a smooth-working team.

The DCG project lists the following primary objectives in Detroit's 1971-72 ESEA Title I proposal:

1. To reduce the dropout rate in the project region.
2. To raise the level of occupational-educational aspirations of students in the project region.
3. To achieve a rise in the percentage of high school graduates going on for post high school education and training.

4. To aid a greater percentage of high school graduates in gaining promises of jobs prior to graduation.

5. To aid in developing a school climate perceived by students as being more useful and helpful than previously.

These objectives reflect needs that were identified through expert opinion and an extensive review of literature. They relate not only to ethnic minorities, but also to low income youths, and noncollege-bound youths. DCG staff members strongly feel that the students participating in the project need extensive work in the areas that the objectives specify. These objectives are achieved through a variety of project-related activities that have either been designed or have evolved during the project's first three years of operation.

DCG focuses on the developmental aspects of career knowledge, aspiration, choice and planning, and the ever-changing nature of society. Although job placement is not a main emphasis, DCG staff members at Kettering High refer students to several cooperating industries and businesses.

Project Staff

At each of the 21 cooperating schools, the DCG project has a guidance team consisting of a guidance consultant and a community aide. At Kettering High School there are two professional guidance consultants (the title differentiates them from the regular school counselors), one community aide, and a student clerical assistant. All guidance consultants have received general training with some emphasis on career guidance. In-service training is also provided so that they have explicit agreement on and understanding of their roles and functions in the project. However, guidance consultants do not receive college credit for this in-service training.

Guidance consultants are full-time employees of the DCG project and work a 35-hour work week. They spend about 25% of their time counseling students on an individual basis. Some 20% of their time is devoted to taking students on field trips and other activities that take them away from the school (such as campus visits and making job contacts for students). Consultants spend about 19% of their time conducting group counseling. The remaining 36% of their time is devoted to: (1) making presentations to classes on program activities or new information and material available to students, (2) serving in a community liaison role, (3) planning and developing program activities, (4) orienting students to testing, (5) consulting with other educational personnel, and (6) performing administrative tasks. The guidance consultant functions in a vital role by providing direction, stimulation, and follow-up to his team.

In addition, guidance consultants organize and work with parent group to help inform parents of educational and vocational training opportunities for them. They also advise parents on the best means possible to help their children develop. Consultants serve as resource persons for students; school staff; parents and community; business and industrial representatives. To be effective, each consultant must secure good working relationships with the school principal, counselors, teachers, and other staff members, as well as with parents, students,and personnel from community agencies.

The paraprofessionals in the DCG project are called community aides. They have had prior experience in community or school activities. This is a major qualification that every community aide must possess. About 50% of them have had prior job experience in fields other than education. All community aides complete special training before joining in the project. Their in-service training for college credit is provided at Wayne County Community College.

Each community aide works a 30-hour week. They use a workbook and manual prepared called "Paraprofessionals in Guidance" to guide them in their activities. They also receive continuous, on-the-job training from the guidance consultants with whom they work. DCG supports the use of paraprofessionals as a way to open up new careers for many individuals and concomitantly to improve school guidance programs.

Community aides at Kettering High perform the following duties:

1. Provide clerical assistance--maintain records, develop vocational files and bulletin boards, schedule appointments, and do routine follow-up of all counselors.

2. Work with students--provide a chance for influence and change as a familiar figure and communicate to the counselor the real needs of the clients as they perceive them.

3. Work with parents--make home visits to discuss students' performances and parents roles in DCG project, go on field trips with parents to expose them to the world of work, help organize parent groups, and assist in parent education.

4. Assess community resources--carry out a community survey as a means of uncovering resources, list effective resources, and make the information available to other parents.

5. Assist professionals--administer and score group tests under the supervision of the guidance consultant and sit in on group guidance sessions and orientation sessions.

The evaluation report of the DCG project indicates that the community aides perform an invaluable service in working with parents and the community. AIR representatives were particularly impressed with the personalities of the guidance consultants and the community aide at Kettering High. It was particularly noticeable that the DCG guidance team members act as behavior change agents and represent role models for students. Their empathy and genuineness seem to contribute to helping students develop more positive attitudes and behavior towards themselves and the world of work.

Facilities, Materials, and Support

DCG has a center at each of the ten participating schools. At Kettering High, the center is in a convenient location for students to set up appointments for meetings with the guidance consultants. There was a general consensus among guidance consultants, community aides, and students that the center needs more space to accommodate individual and small group counseling sessions and the abundance of materials that have been accumulated.

As part of the whole DCG program, one of the key resource materials is a set of "Career Guidance Manuals" used as guides for elementary and secondary teachers to integrate career guidance with subject matter in the classroom. For example, objectives for the secondary manuals are:

1. To aid students in achieving a realistic understanding of self and their relationship to others.

2. To help explore vocational possibilities and to encourage the achievement of realistic occupational goals.

3. To aid students in utilizing the process of evaluation of all alternatives when making decisions.

4. To aid in student self-identification.

5. To aid students in developing self-sufficiency.

6. To aid students in acquiring the highest degree of academic skills according to individual needs and abilities.

7. To encourage each student to build a more rewarding relationship with at least one aware member of the school staff.

8. To aid each student in acquiring the feeling of belonging and acceptance.

9. To aid students in developing socially acceptable attitudes and values.

10. To raise and broaden the educational-occupational-aspirational levels of youth.

Student Activities

In addition to helping teachers intergrate career guidance into classroom situations, each DCG team conducts the following types of activities for students:

1. Individual and small group counseling--students obtain information about occupations, college, and jobs and receive help with employment applications and interviews. Standardized tests and results are also discussed in individual sessions.

2. Dissemination of career information--this is achieved through individual consultations, visits to classes by guidance consultants, audio-visual printed materials, role playing, career games, bulletin boards, and school assemblies.

3. Broadening of perceptions--field trips to cooperating businesses and industries and visiting speakers from various occupations who can serve as role model help to achieve this.

4. Work with parents--parents are provided with necessary information and procedures to help their children become more aware of the world of work.

5. Work in the community--both consultants and community aides work in liaison roles with community agencies and neighborhood organizations to help coordinate school and community efforts and services.

6. Consultation services--Wayne University staff are available to students, school staff, parents, and representatives from the community.

7. Cooperation between schools, businesses, and industries--examples of such cooperation are:

   a. Orientation for new students (both transfers and from the feeder schools).

   b. Yearly orientation for new and old faculty members.

   c. Development of cooperative activities from grade level to level.

   d. Periodic meetings of project staff members with a liaison committee composed or representatives from business and industry in the Detroit area.

According to the five-year evaluation report, other school activities at Kettering High School have included:

1. Career Guidance Assemblies sponsored by Plans for Progress (industrial organization under the President's Committee on Equal Employment

Opportunity). Two assemblies were presented to 500 students by the employees and personnel manager from Michigan Consolidated Gas Company.

2. Negro History Week programs held with prominent speakers from various career fields.

All of the above-mentioned activities and many more are designed by project staff members as the need arises. They are presented to students to emphasize the importance of career and self-development. Guidance activities are implemented with students from kindergarten through the twelfth grade and are tailored to the need of students and the different stages of their development. The activities act as aids in helping students to understand themselves, to accept their strengths and liabilities, and develop a wholesome attitude toward themselves. For example, at the high schools, assemblies are geared to present knowledge of specific occupations and job requirements, whereas elementary students participate in activities to strengthen or develop their communication skills and appearance.

Special Factors

Parent involvement in the DCG project is substantial. The major goal of the community aides is to reach the parents of the community who in turn can increase the impact of career development on students. Community aides reach out to parents and help to bring together the school and the community.

Parents accompany every DCG field trip so that they too can be exposed to the changing world of work. Community aides are responsible for parents becoming active participants in many of the events planned during the school year.

Evidence of parent involvement includes:

1. Thirty-one Special Parent Programs were held for 4,200 parents.
2. Sixty-five Parent Tours of companies in the Detroit area were held for 1,850 parents.
3. Business-sponsored luncheons were held for 375 mothers.
4. Father's Clubs were organized at 10 schools.
5. Regular parent classes on "Helping Your Child" in eight schools were conducted.
6. A Father's Night Program was held for 275 fathers.
7. About 475 home meetings conducted in the community by community aides.

Interviews with parents revealed that they enjoy the above activities and are highly supportive of DCG.

A considerable amount of the guidance consultants' and community aides' time is spent contacting businesses and industries to set up field trips. Staff members have contacts with 40 employers on a regular basis and 50 on an occasional basis. Further evidence of community contacts is demonstrated by the following:

1. Six Girl Scout Troups were established for 180 girls.
2. Three Campfire Girl Programs were established.
3. Junior League tutoring programs were established in five schools.
4. Assistance was given in establishing the TARGET Occupation Program.

The cooperating community agencies are reported to be a major asset to the program. Field trips reportedly have broadened the life experiences of students. They are said to have changed students' misperceptions and misconceptions of their environment, helped students change or develop more positive attitudes and behaviors toward the world of work, increased students' aspirations, and provided direction for future career goals.

Phase I of this project was the foundation that was laid during the summer of 1964 for implementing the project during the 1964-65 school year. It attempted to prepare school personnel for the DCG concept and to broaden their understanding of career guidance. Factors that contributed to the reported success of this phase were the strong support given by Detroit educators and their realization of the necessity for change.

During Phase II (the present phase), there has been increased support from parents, community agencies, and school staff members. Monthly meetings of each school's Education Planning Committee are held to inform the school and DCG staff of any demonstrated results and to help plan further activities of the project. The School Guidance Committee in each school meets once every two weeks to discuss problems that may have arisen, future events and activities, and student progress. The Citizen Advisory Committee of each school also meets monthly. All of these committees have student representation. There is also a Parent Discussion Series for each school and clusters of three schools across the elementary, junior, and senior high school levels. Weekly meetings are held for each school, and monthly meetings for the clusters of schools. These meetings give parents opportunity to discuss and resolve problems. All of these committees afford opportunities for school staff, regional district staff, parents, and students to contribute to program activities.

Broad Impact

The DCG staff and the Project Director feel that having the project's headquarters at Wayne State University has provided a "line of authority which tends to minimize a lot of problems." In addition, the participation of a university, seems to make industrial representatives more receptive to becoming involved with the project. Many resources such as individualized counseling with students are available at the University, and facilities at the University are free of charge.

The Project has also been a change agent influencing parents to become active participants in school activities and events. Many teachers interviewed recognize the importance of the project. They feel DCG is an integral part of the total school plan and is an excellent resource and referral agent. All of the students interviewd at Kettering High School expressed warm feelings toward the DCG Project staff members at their school. Often, the statement: "They seem to be concerned about my future" was voiced. The staff members are continuously focusing on and keeping abreast of students' needs and concerns. The DCG Director feels that only a concerned and dedicated individual who is able to establish and maintain effective rapport with the students will be able to carry out DCG project.

Evaluation

DCG staff continuously evaluates the project. There was an evaluation of Phase I immediately after the termination of the workshops and activities. In addition to impressions of Phase I from the staff at Wayne State University, Detroit Public Schools, and the Michigan Employment Security Commission, a more formal evaluation was conducted. An attitude survey was administered on the first and last days of Phase I. The survey was designed to tap participants' perceptions of target groups, practices, and endeavors pertinent to the project. Results of the survey called for continuous contact with all its participants through the work of guidance consultants in each of the schools and monthly Saturday meetings throughout the first year of the project.

Throughout the operation of DCG, evaluations have been conducted on many of the project's activities. Evaluation results of the field trips indicated that they provide information and positive role models, as well as help many students to increase their self-images, attain realistic vocational aspirations, and open up new areas of interest. Students' reactions to the field trips were also obtained for the evaluation report to aid the staff in planning other

field trips. One example of a student reacting to a visit at the Ford Motor Company is reported below:

> I enjoyed the trip very much. I liked it so much that I would really like to go again. The trip itself was somewhat educational because in the first place I had never been to an assembly plant before or any other factory of this kind before. I have heard about places such as these before, and had heard the way cars are made from friends and my brother-in-law who used to work in a factory on an assembly line.
>
> I had even started to picture the way an assembly line looked. But when I saw the Ford Assembly Line, it looked all together different from what I had imagined. The reason for this is probably because of an assembly line I saw in a movie.
>
> Yes, it was very different than what I had imagined. Any thoughts that I had are now changed. The trip on the whole was very wonderful.
>
> And the lunch was excellent.

The project's 1968 interim report included an evaluation of DCG in the original six schools which were matched with six control schools. The following comparisons were carried out:

1. A survey of student attitudes toward work, school, and their career aspirations was administered at the beginning, middle, and end of the project.

2. Students were compared in terms of those who obtained further education and those who had definite jobs at the time of graduation.

3. Comparison of dropout rates in project schools and of those in the control schools was made.

4. Comparisons of school achievements between the experimental and control regions were made.

The following overall results indicate considerable progress in affecting student perceptions and behavior:

1. The level of aspiration of students in experimental schools increased significantly more than that of control school students.

2. Students in experimental schools seemed to show more growth in regard to occupational knowledge and planning than students in control schools.

3. Students in experimental schools seemed to reexamine their value structure significantly more than students in control schools.

4. Students in experimental schools showed a more acceptable attitude toward counselors than did students in control schools. Interestingly, there did not seem to be a significant change in the perception of school.

5. Students in experimental schools perceived a greater need for professional help than previously.

It was also reported that:

> In accordance with students' desire to gain information about occupations and educational opportunities, the results indicate that when a developmental approach is utilized, they perceive this information as being more available and accessible to them. They feel they were not only encouraged to utilize this information but were also given help in becoming familiar with employment opportunities.

In January 1972, a survey was administered to a random sample of 949 school staff, parents, and administrators of the first ten project schools. The following questions were asked:

1. Do you want the DCG project to be continued in your school? 100% stated "yes."

2. In view of other Special Programs in your school, would you select the DCG project as one of the programs to be continued? 100% stated "yes."

In addition, letters detailing the progress of DCG were submitted by each of the ten school principals. Also, positive comments from parents, teachers, and counselors were reported. For example, one parent from Kettering High stated:

> The DCG project is thought to be one of the best if not the best program going today. I only wish every parent could know and work with the staff as I have done. It is a moving project that is needed in every school.

A general consensus of the comments was: (1) the project needs to be continued in the present school sites and (2) the project needs to be expanded into other inner city schools.

A 1971-72 evaluation of DCG was conducted by the Research and Development Department of Detroit Public Schools. The design consisted of: (1) examination and comparison of project school records, (2) interviews with students at project schools, (3) survey of teachers at project schools, (4) interviews and conferences with parents, (5) examination of a survey sent to cooperating businesses, and (6) survey of administrators at project schools. The findings

of the evaluation confirmed that DCG is a delivery system for curriculum change and provided evidence that the project had accomplished all of its primary objectives.

A five-year evaluation (1965-70) was conducted of the total DCG project. The same evaluation design as that reported in the 1968 interim report was used and similar results were obtained. External evaluations were also conducted by visiting consultants representing Columbia University, Ohio University, Michigan State University, University of Missouri, University of Colorado, and the Detroit Public Schools. In general, these external evaluations revealed that DCG is achieving its objectives. Two typical comments in these evaluations were as follows:

> The idea and the strategy for implementation of DCG in Action has combined to make a significant contribution to the education of the young people in the project schools.

> The DCG project is...a stimulating productive enterprise, fraught with great promise for continuing to help the children in these ten schools and potentially capable of use in any school.

As can be seen, DCG staff has conducted extensive evaluations on the project since its inception. They have cited evidence of achieving their objectives and needed improvements. (References are listed at the end of this case study.)

Future of the Project

DCG staff members have expressed a desire to extend its guidance services into other city schools. After extensive and continuous evaluation by the Director and outside agencies, they believe the evidence indicates that the project is accomplishing its objectives. The recommendation from external evaluators was that this extension be vigorously pursued. As with many other programs funded under the Title I of the ESEA Act, DCG will inevitably be faced with some cutback of funds and services. Other possible avenues of funding are being explored, such as local and district sources.

Conclusions

DCG accounts for its effectiveness in terms of:

1. Increased staff competencies

    a. Staff members have developed and maintained social relationship skills to work effectively with each other as well as with school staff and students.

b. Staff members have a valuable background of experiences.

c. Staff members are motivated and dedicated to students' needs (staff members at Kettering High seem highly committed to their clients).

2. More differential staff--community aide, as a parent and in a liaison role, can make more thorough contacts with the community.

3. Supportive evaluation data

a. Significant pre and post changes were made by students in the program when compared with changes made by comparable control students.

b. Since evaluation is done on a regular basis, this provides relevant information for improvement of the project.

AIR representatives were particularly impressed with the community involvement in the DCG project. It was apparent that the community is an integral part of the total project. Parents who were interviewed emphasized the importance of having such a program at their children's schools. They also recognized the program's "invaluable asset" in the growth of not only their students minds and attitudes toward the world of work, but also in their own.

Effectiveness of the program can also be demonstrated by the abundance of career materials integrated in classrooms. DCG materials provide a variety of career information which when used according to the guidelines set forth in the Teacher's Manual, seem to be highly effective.

DCG cooperation with businesses and industries has proved to be successful. A list of the present cooperating agencies, businesses, and industries can be found in the "DCG in Action: Success Story," a booklet printed by Wayne State University and the Detroit Public Schools. Both schools and community organizations feel that to implement a truly effective career guidance program, the two groups must work closely with each other.

Transportability

External evaluation reports gathered by DCG staff strongly recommend that the program be expanded into other schools. At the same time, they recognize areas that need improvement such as revision of many of the materials required because of changing trends in the world of work. Evaluation techniques must also be made more concise to obtain results directly related to each student's career planning objectives. However, DCG staff feel certain that

many of their materials are available to help replicate the program in other districts. The general consensus seems to be that the program is transportable not only into similar schools with a high minority concentration, but into any school with noncollege-bound students.

In replicating DCG, as with any other program, funding problems must be carefully considered. As cited earlier in this case study, DCG is inevitably faced with some cutbacks because funds from federally funded programs are gradually being phased out or drastically cut. Before such a program is replicated, it would be to the district's advantage to consider as many other avenues of funding as possible, such as, local and district sources and private and public organizations.

Although AIR representatives were unable to visit all participating schools, it was evident at Kettering High and in the community that DCG is committed to working diligently to achieve its objectives. The deep commitment of the staff members from Kettering High School was impressive.

PROGRAM OUTLINE

Goals:	Increase student awareness of all phases of work. Help students develop a realistic and functional awareness of themselves as worthwhile human beings. Inform, involve, and coordinate all significant other persons into a smooth-working team.
Students Served:	1,000 students of the target population at Kettering High School. About 99% of the participating students are Black. Black students also make up approximately 99% of the total school population and 95% come from families of low or middle socioeconomic status. There are no specific classes related to DCG. Contact with the project staff is made on self-referral mainly and through out-of-class project activities.
Staff:	DCG staff consists of a director housed at Wayne State University, one guidance consultant (certified counselor) and one community aide (paraprofessional) at each of the 21 cooperating schools.
Funding Sources:	The project is being funded 100% by funds from Title I of ESEA at present.

Materials, Equipment, Facilities and Support:

Audio-visual materials such as films and filmstrips, are used to disseminate career information. An abundance of career information is provided by local agencies, organizations, businesses, and industries. Parent and community participation is evidence of strong community support. Businesses, industries, agencies, and local and district committees have provided assistance in implementing and developing many aspects of the program including activities and workshop training sessions. Wayne State University provides consultation to students, program staff members, and parents. The University also offers its assistance in evaluating the program.

Student Activities:

A variety of activities are offered such as individual and small group counseling, career information disseminated by audio-visual printed materials, role play, career games, bulletin boards, school assemblies, and consultants visiting the classroom; field trips to businesses and industries and visiting speakers from various occupations serving as role models; and Negro History Week Programs.

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